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UAA Mat-Su Home of the Mat-Su College Arctic Dragons

Mat-Su Monitor

APRIL 2024 FREE VOLUME 47 NUMBER 4

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Student Government Elections

Getting involved with student government is a great way to help develop your leadership skills while making a positive difference here on campus.

Nominations are open for President, Vice-President and Senator positions.

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*** VOTE***

Student Government Elections. Vote electronically April 15-19.

Calling all staff and students for the Campus Cleanup on April 23 from 1:30-4:00

Safety gear will be provided and sign in sheet at flagpole at FSM building

Food, beverages, and yard games will be offered after the cleanup is over

Mat-Su College
University of Alaska Anchorage
HOPE WALKS HERE
Let's Walk To Prevent Suicide
May 4, 2024
American Foundation for Suicide Prevention
OUT OF THE DARKNESS Campus Walks

Rocket Science: Changing Area, Rayleigh, and Fanno Flows

Justice A. Darby

The Bigger Picture

In compressible gas flows, there are three main factors that can affect the speed of a flow: the expansion of the cross sectional area of the gas, the addition or rejection of heat in the flow, and frictional forces acting on the gas. If all three of these are combined together as a differential equation assuming the ideas of a calorically perfect gas, then the result of the following is found:

Eq. 1

$$\frac{dM}{M} = \frac{\left(1+\frac{\gamma-1}{2}M^2\right)}{1-M^2}\left(-\frac{dA}{A}+\frac{(\gamma M^2+1)}{2}\frac{dT_0}{T_0}+\frac{\gamma M^2}{2}\frac{4\bar{f}dx}{D}\right)$$

In aerodynamics, all three of these are addressed separately and expanded upon as compressible area flow, Rayleigh flow, and Fanno flow. All three flows have their own underlying assumptions and relations that go into their analysis that are too broad to focus on and will have to be ignored. However, for people that are curious, resources are provided that go into a bit more depth on all of these flows along with their given relations.

Rayleigh Flow

Rayleigh flow, in its simplest terms, is a gas flow that analyzes the effect of any heat added or rejected that goes into a flow that assumes a constant area and the presence of no friction. This does mean that Equation 1 is given in one form for Rayleigh flow as:

Eq. 2

The equation can then be analyzed by

$$\frac{dM}{M} = \frac{\left(1+\frac{\gamma-1}{2}M^2\right)}{1-M^2}\left(\frac{(\gamma M^2+1)}{2}\right)\frac{dT_0}{T_0}$$

See ROCKET SCIENCE *page 9*

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Upcoming events:

April 5: Faculty art show reception. 4 PM-6 PM in FSM 200.

April 6: Student Showcase. Begins 10 AM in FSM 206.

April 9: Rock of the Resilience 6:30 - 9:00 pm Glenn Massay Theater

April 15-19: Student Government Election online voting open.

April 18: Pi-Day.- Nail your favorite (or least favorite) staff and faculty. Proceeds go to

April 20: Mat-Su College Sumo Robotics Competition. See details at https://msmcs-robotics.github.io/

April 22-25: Spirit Week.

April 22-25: Relax with Therapy Dogs 10am -2 pm FSM lobby

April 23: Earth Day. Campus Clean-Up

April 26: Deadline to apply for spring graduation.

April 30-May 4: Finals.

May 3: Spring 2024 end of semester art show reception. 4 PM-6 PM in FSM 200.

May 4: Hope Walks Here charity walk. See details at https://afsp.org/matsu

May 8: Spring Dance

May 9: Grades available in UAOnline.

May 10: Commencement (graduation) ceremony.

Clubs:

Mat-Su Monitor: Wednesdays, 12:15 PM to 1:15 PM in FSM 106.

Math Club: Mondays, 3:30 PM to 5:00 PM iN SNOD 103.

Robotics: Tuesdays and Thursdays, 11 AM to 3 PM. JKB 120.

Student Government: Mondays, 2:30 PM to 3:30 PM in FSM 106.

Tabletop Gaming Club: Thursdays, 12:30 PM in SNOD 103.

The Carnival of the Arctic

By Justice Darby

The Arctic Winter Games this year had many different events happening during the middle of March. These events varied from the sports of the natives of Alaska, northern Canada, and beyond, to a fashion show. The one that will be briefly spoken on will be the Winter Carnival and Makers Market that was held on March 15-16.

The event had two main attractions: a vendor's hall and a carnival just outside the vendor's hall. The carnival had a few rides to check out although the only ones I can remember seeing were the Hang Glider and the Squirrel Cages rides normally seen at the Alaska State Fair on a yearly basis. There were also several food booths serving a variety of foods like cajun, dumplings, jerky, hot dogs, and more.

The vendor's hall had several booths with extensive paraphernalia being sold or exhibited. In the center of the vendor's hall was a sculpture of a fire pit with an imitation of a fire fluttering away. Around the fire were several vendors selling many traditional crafts and apparels of mostly the local populace of the valley. Other attractions present in the vendor's hall that I can make note of were the rideable moose near the entrance and an activity of making necklaces similar to that of the Ahtna Athabascans. The Chickaloon Village Traditional Council had also come by to teach briefly about the history of native Alaskan boarding schools and the wider effects it has had on them.

Below: Moccasins and Athabaskan Yo-Yo

Center: Fur hats and parka ruff for sale at the Arctic Winter Games trade show.

Right: Beading activities were open to all with guidance in making lanyards necklaces and bracelets.

Submissions policy

Students are invited to submit articles and letters to the editor to matsu.monitor@alaska.edu or at https://matsu.alaska.edu/monitor. The Mat-Su Monitor will not accept anonymous submissions, though with prior arrangement articles of a sensitive nature can appear anonymously. All submissions are subject to editing and will only appear with the approval of the editor.

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Disclaimer

The Mat-Su Monitor is the student newspaper of Mat-Su College. The Monitor aims to report college news and serve as a forum for student writing. The Monitor seeks submissions of news, editorials, and short fiction from all students, staff, and faculty of Mat-Su College. All students are invited to attend the Monitor's weekly meetings. Details on participating in or submitting content to the Monitor can be found at https://matsu.alaska.edu/monitor

The Mat-Su Monitor is funded by the Mat-Su College Student Government Association and our advertisers. For information on advertising in the Monitor contact Micah Muer at mwmuer@alaska.edu or 907-745-9758.

The opinions expressed in a Monitor article are solely those of its authors. They do not necessarily reflect the opinions or policy of the college, its students and employees, or the wider University of Alaska system.

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The Student Government Council (SGC) of the Associated Students of Matanuska-Susitna College, University of Alaska Anchorage, is a student-run and administered body which provides a voice for student wants and needs and is aimed at providing a friendly and healthy environment for any and all students campus-wide. Visit our website or stop by our weekly meetings. FSM 106 or by ZOOM. All MSC student welcome!

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Gay Straight Alliance Club

ADVET Club

Robotics Club

Table Top Gaming Club

Math Club

Mat-Su Monitor

Joining a committee or club looks good on resumes as well as gives you a chance to connect with fellow students, staff and faculty. You owe it to yourself to try them out. If you don't see a club that interests you, you can start one of your own. Student Government will fund you up to $300 to cover expenses. You can pick up a form at the Student Government office in JKB 114, near the café.

The Sandwich Dependency

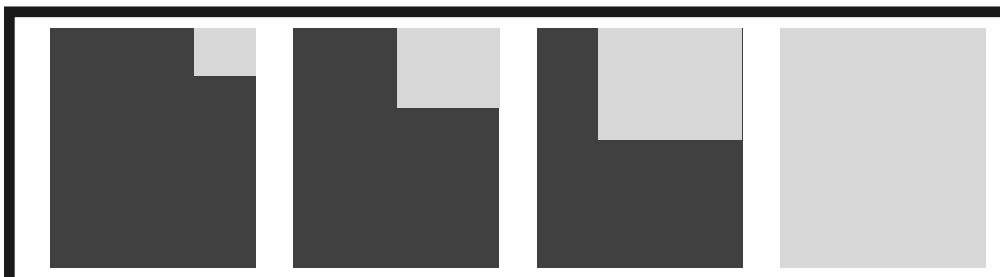
By Sleepy Joker

I tremble at the thought,
That it was all for naught,
The sandwich was to be eaten,
But instead I was beaten.

Forever more fonder,
Of the first responder,
Looking on in wonder,
Our life we ponder.

Dreaming of perfection,
But still no connection,
We walk in ignorance,
Ignoring our arrogance.

But still the sandwich reminds me,
Of all the days behind me,
When I had a tendency,
Of sandwich dependency.



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5 x 5 $175 color

7 x 7 $225 color

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Step Up to the Plate!
Join the Mat-Su College softball team.
This coed call to action is open to students, faculty and staff, but keep in mind you will have to cover your own player registration fee ($100).
For more information, contact
Jim at jrjerome@alaska.edu.

Missteps from Alaska's education department could cost the state millions in grants, feds say

by Claire Stremple

The state government risks losing millions of dollars in federal funding because it did not comply with requirements for pandemic relief funds, according to a letter from the United States Department of Education.

The state's education department disputes the claim.

The result is a federal "high risk" designation that could cost the state grant funding. Members of the Senate Majority caucus said the state could lose more than $400 million.

"Without a plan and quick action, our local schools could be out additional federal resources, and the responsibility will fall onto the state coffers to fill the gap," said Senate President Gary Stevens in a press release.

What happened is this: The state was supposed to maintain its funding to districts that got federal relief dollars, but it shorted several school districts with students from low-income families in 2021 and 2022. That news was first reported by KTOO in Juneau.

The state now owes the Kenai Peninsula Borough School District, Anchorage School District, Juneau Borough School District, and Fairbanks North Star Borough School Districts roughly $29 million.

Last month, the federal education department gave the state 30 days to develop a plan to repay the districts. The state failed to do so, according to federal officials.

Education Commissioner Deena Bishop said in a news release that the state funded schools as it always has.

"To now come back and suggest that we need to give additional funding to some of our largest school districts, which takes the equitable distribution and upends it at the expense of our smaller, rural school districts, makes no rational sense," she said. "In short, the way ED is demanding Alaska distribute funds to comply with maintenance of equity requirements is inequitable for Alaska's rural schools."

The department plans to ask the federal government to reconsider.

"We hope the department will take the time to truly understand Alaska's unique situation and well-vetted school funding formula which ensures equity in funding on a per pupil basis," said Karen Morrison, finance director for DEED.

To resolve the issue, Gov. Mike Dunleavy could request supplemental appropriations to be considered by the Legislature in the current session, they said.

Alaska is the only state that has not met or produced a plan to meet the federal requirements to receive pandemic relief for its schools.

Sen. Löki Tobin, D-Anchorage and chair of the Senate Education Committee, said lawmakers were told by the state education department that it was working on a fix late last year.

That committee was set to hold an emergency hearing next Wednesday afternoon, but the state administration declined to attend until after it has responded to the federal government. Legislative Finance and Austin Reid, an expert in federal education policy for the National Conference of State Legislatures will make presentations.

"Despite being assured by the department and commissioner that a resolution was in the works, the state has failed its duties," Tobin said.

This article originally appeared on the Alaska Beacon website at https://alaskabeacon.com/briefs/missteps-from-alaskas-education-department-could-cost-the-state-millions-in-federal-grants/. It is licensed CC BY-NC-ND 4.0.

04 SEMESTER SCHEDULES

SUMMER CLASSES

ANTHROPOLOGY
*Alaska Native Cultures

ART
Two-Dimensional Design
*History of Western Art I

BUSINESS ADMINISTRATION
*Business Foundations

CHEMISTRY
*General Chemistry I & Lab
*General Chemistry II & Lab
*Intro to General Chemistry
*Intro to Organic/Biochemistry
Chemistry Skills & Problem Solving

ECONOMICS
*Principles of Macroeconomics

GEOGRAPHY
*Intro to Global Geography

GEOLOGY
*Planet Earth

HISTORY
*History of Alaska
*History of United States
*Western Civilization I
*Western Civilization II

MATHEMATICS & STATISTICS
*Calculus I
*Calculus II
*Elementary Statistics
Intermediate Algebra
Prealgebra

MEDICAL ASSISTING
Medical Terminology
Your Health & Social Services Career

MUSIC
*Music Appreciation

PARAMEDICAL TECHNOLOGY
*Paramedicine III Lab

PHILOSOPHY
*Introduction to Philosophy

PHYSICS
*College Physics I

POLITICAL SCIENCE
*Intro to Political Science

PSYCHOLOGY
*Introduction to Psychology
*Lifespan Development

QUANTITATIVE SKILLS
*College Algebra for Calculus
*Trigonometry

WRITING
*Writing & the Professions
*Writing Across Contexts
Intro to College Writing

This list is subject to change. Visit matsu.alaska.edu and click "Course schedules" for the most current list of scheduled classes.

**Indicates class meets General Education requirements (GERs)*

Semester runs May 20 - August 3

FALL CLASSES

Fall 2024 Registration

To meet with an academic advisor, call 907-262-0383 or schedule an appointment online.

Registration Schedule
March 25 - Schedule viewable in UAOnline
March 29 - Veteran Students (Walk In/Paper Only)
April 1 - Admitted Seniors (90+ credits)
April 2 - Admitted Juniors (60-89 credits)
April 3 - Admitted Sophomores (30-59 credits)
April 4 - Admitted Freshmen (0-29 credits)
April 8 - Open Registration

ACCOUNTING
Income Tax Preparation
Introduction to Computerized Accounting
Principles of Financial Accounting I
Principles of Financial Accounting II

ANTHROPOLOGY
*Alaska Native Cultures

ART
*Art Appreciation
Beginning Drawing
Beginning Painting
Color Design
*History of Western Art II
Intermediate Drawing
Intro to Art Education

BUSINESS ADMINISTRATION
*Business Foundations
Business Law I
Intro to Real Estate Management
Marketing Practices
Survey of Finance

BIOLOGY
*Human Anatomy & Physiology I
*Human Anatomy & Physiology II
*Introductory Biology
*Introductory Biology Lab
Introductory Microbiology for Health Sciences & Lab

CHEMISTRY
*Intro to General Chemistry & Lab
*General Chemistry I Lab
*General Chemistry II & Lab
Intro to Organic/Biochemistry

COMMUNICATION
*Fund Oral Communication
*Public Speaking

COMPUTER & ELECTRONIC TECH
CCNA 1
CCNA 3
Computer Concepts in Business
Customer Service Fundamentals
Individual Technical Project
Industry Net Infrastructure
Intro to Information Security
Industry PC Configuration Essentials
Industry Workplace Experience
IT Project Management
PC Operating Systems
PC Technician Fundamentals

ECONOMICS
*Prin of Macroeconomics
*Prin of Microeconomics
Intro Stats to Business and Economics

EMERGENCY SERVICES
Emergency Med Tech I
Paramedicine I Lab

ENGLISH
*Global Literature and Culture
Intro to Creative Writing
Advanced Technical Writing

GEOGRAPHY
Discover Alaska Physical Geography

GEOLOGY
Planet Earth

HEALTH CARE ASSISTING
Certified Nurse Aide

HISTORY
*East Asian Civilization I
*History of U.S. I
*History of U.S. II
the Second World War
*Western Civilization I
*Western Civilization II

HUMAN SERVICES
Introduction to Population
Human Services and Disabilities
Substance Use Disorder

JUSTICE
*Intro to Juvenile Justice
*Theories of Crime and Offense

LANGUAGES
*Elementary ASL
Intermediate ASL
*Elementary Japanese I
*Intermediate Japanese I
*Elementary Spanish I
*Elementary Spanish II
Structure/Meanings of Language

MATHEMATICS & STATISTICS
*Calculus I
*Calculus II
*Calculus III
*Elementary Statistics
Intermediate Algebra
*Algebra for Mngrl & Soc Sciences

MEDICAL ASSISTING
Medical Terminology
Essentials of Human Disease
Your Health & Social Services Career

MUSIC
*Music Appreciation

PHILOSOPHY
*Ancient & Medieval Philosophy
*Intro to Logic
*Introduction to Philosophy

PHYSICS
*College Physics I & Lab
*General Physics I & Lab
General Physics I Problem Solving

POLITICAL SCIENCES
*Intro to American Government
*Intro to Political Science

PSYCHOLOGY
*Introduction to Psychology
*Lifespan Development

QUANTITATIVE SKILLS
*College Algebra for Calculus
*Trigonometry

REFRIGERATION & HEATING
Refrig & AC I
Elec Circuit Refrig & Heat
Fundamentals of Heating
HVAC/R Codes

SOCIOLOGY
*Introduction to Sociology

VETERINARY ASSISTING
Intro to Veterinary Profession
Veterinary Office Procedures
Introduction to Small Animals
Handling & Behavior: Sm Animals
Vet Anatomy & Physiology

VETERINARY TECHNICIAN
Intro to Veterinary Tech
Veterinary Medical Terminology

WRITING
Intro to College Writing
*Writing Across Contexts
*Writing & the Professions
*Writing & the Sciences
Accelerated Learning Program

This list is subject to change.

**Indicates class meets general education requirements (GERs).*

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ALASKA, USA, 2024

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JULY 26 & 27, 2024

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- ENTREPRENEURS
- ARTISTS
- ACTIVISTS
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- ROYALTY
- POLITICIANS, AND MORE!

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BILINGUAL EVENT/EVENTO BILINGÜE

www.more2020.org/event

Rock of the Resilience

Date: April 9th
Time: 6:30 - 9 pm
Location: Glenn Massay Theater

Join us for the 6th Rock the Resilience performing arts event on April 9th at the Glenn Massay Theater. "Love Like That" will be a night full of community art and conversation around respect, resilience, and relationships. Join us for a night of imagination and integration, where we will envision what safety looks and feels like and explore practical steps towards further communal health.

Palestine

By Lou O'Hare

Folks, this is Lou O'Hare with another look at the world. Today, we'll discuss the situation in Gaza, pulling from many international sources. This will be a heavy topic, one often referred to as "complicated." While it is not simple, I feel many people try to obscure the atrocities behind the idea of the situation being complex. So, let's break it down and look at the facts.

The current round of conflict started on October 7, 2023, when the terror group Hamas breached an Israeli barrier before killing over a thousand and taking another couple hundred people as hostages. To be clear, I condemn these actions as horrific acts of violence. But there is more of this story to tell, so before we continue with what happens next, let's back up and get some perspective.

The idea that this conflict truly started on October 7th is on the false end of this fuzzy spectrum. For we must ask why did Hamas have to break through a wall in the first place? The reason is a grim one. The Palestinian people have been walled inside Gaza, in what Human Rights Watch has described as a crime against humanity:

> *"Israel's sweeping restrictions on leaving Gaza deprive its more than two million residents of opportunities to better their lives, Human Rights Watch said today on the fifteenth anniversary of the 2007 closure. The closure has devastated the economy in Gaza, contributed to fragmentation of the Palestinian people, and forms part of Israeli authorities' crimes against humanity of apartheid and persecution against millions of Palestinians."*

I would like to state here that collective punishment is considered a war crime by the Geneva Conventions: "....collective punishment of a group of persons for a crime committed by an individual is also forbidden, whether in the case of prisoners of war or of any other individuals (GCIII Art. 87,..." (The Practical Guide to Humanitarian Law). Israel has continued to cut off Gaza. "'It is cutting off Gaza from water, food, anything which is necessary for any sort of life,' said Christian Lindmeier, World Health Organization spokesperson…."

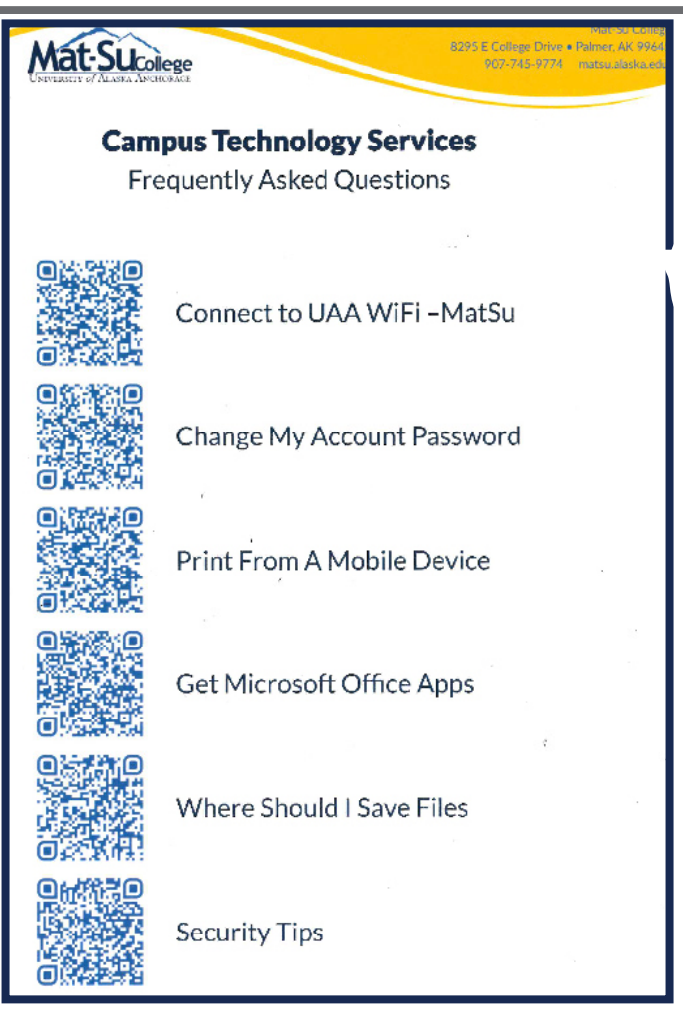
There is more, dear reader. For now that we have the background to October 7, we must cover what Israel has done since October 7. According to the Associated Press, in the 5 months since, tens of thousands of Palestinians have been killed. "More than 30,000 Palestinians have been killed and over 70,000 wounded in the Gaza Strip since the Israel's war on Hamas began nearly five months ago, health officials in the territory said."

Reader, some defend these acts by pointing the finger at Hamas. But not all of those who died were members of that organization. NPR tells us, "of the more than 2 million people living in Gaza, roughly half are under the age of 18….. And that means many of the civilians experiencing these airstrikes now and bracing for an Israeli ground invasion are children."

South Africa recently went to the Hague on January 11 and 12 to formally accuse Israel of genocide. The court will take years to complete the case but agreed to an injunction. Amnesty International declared, "Israel must comply with key ICJ ruling ordering it do all in its power to prevent genocide against Palestinians in Gaza."

There is always more depth to any story but especially with this one, Reader. However, I will leave you here with this food for thought. In my opinion, what is happening in Gaza is horrifying and needs to end immediately. My voice is not alone in calling for a permanent ceasefire and for the ICC to continue its investigations into Israel's actions. My heart goes out to those without water, without food, without hospitals. My heart goes out to the children, the elderly and the innocent who live under threat of bombs and missiles and bullets. Reader, I hope you will join me.

This has been Lou O'Hare with another look at the world. Safe travels.



Relax with Therapy Dogs
Date: April 22-25th
Time: 10 am - 2 pm
Location: FSM Lobby

Join us in the FSM Lobby with the Therapy dogs to help minimize the stress and anxiety as you approach finals week.

Journey events focus on the A, B, C's of wellness:

- **Awareness** of good mental health for yourself and others.
- **Balance** between school, work, and self-care.
- **Connection** to campus, community, friends, and family.

And remember, you don't have to go it alone. Mat-Su College students may receive **FREE** counseling with and experienced behavioral health counselor. To make an appointment, call Mat-Su Health Services and identify yourself as a Mat-Su College student. Their number is 907-376-2411.

When you need a hand...

By Joe Squirrel

Mat-Su College has a University Police Department (UPD) officer on campus. Officers are here for more than physical safety. In addition to walking you to your car, they can help jump your battery or unlock your doors. To get a hold of an officer, contact UPD dispatch at 907-786-1120.

If a UPD officer isn't on campus, Physical Plant (i.e., maintenance) staff can help. They, too, can walk you to your car, jump your battery, or unlock your doors. They will even walk you out to your car if you have any reason for concern. You can reach Physical Plant by calling 907-745-9789.

Finally, you can always call Student Services between 9 AM and 5 PM for help. They may have to transfer you to another department, but they will always make sure somebody's solving your issue.

Review: The Nature Fix: Why Nature Makes Us Happier, Healthier, and More Creative

Written by Florence Williams. W. W. Norton and Company. 304 pp. $16

Review by Lynna Radavich-Williams

Florence Williams, the author of "The Nature Fix", does a good job of showing the reader fascinating facts to support her claims that being in nature makes us happy, healthy, and more creative. The book's first section contains two chapters. One is on the emotional side and the other is on the cognitive side of the brain and its relationship with nature. After the first section, she goes into nature's influence on our eyes, ears, and smells.

Throughout the book, she spends more and more time in nature. Williams journeys to Finland and Scotland. She meets many scientists trying to reach out to the community in terms of getting them out into nature and helping people's health. Here we learn how many hours a month to spend outside to reap the benefits of being out in nature. She then learns the benefits of being in nature for those with PTSD or ADHD.

Finally, she ends her literary work with how this can be brought to city folk along with details on a visit to Singapore.

I thought that this book was a very easy and fascinating read. It held a lot of good information on studies and simple things I can add to my everyday life. For example, the smell of Cypress trees has been found to reduce stress and lower blood pressure. So I bought some cypress oil and now use it in my diffuser. (This is not meant to be a substitute for professional medical advice.) In addition, I learned a plethora of new things, many from different cultures.

This book is an easy young adult to adult read. Encouragement to read this book goes to a variety of individuals, especially those who love nature and are curious as to the health benefits behind it. It can be a good resource for college students looking for benefits of nature or the studies surrounding it.

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-SCHOLARSHIP ESSAY ADVICE
-VETERANS SERVICES
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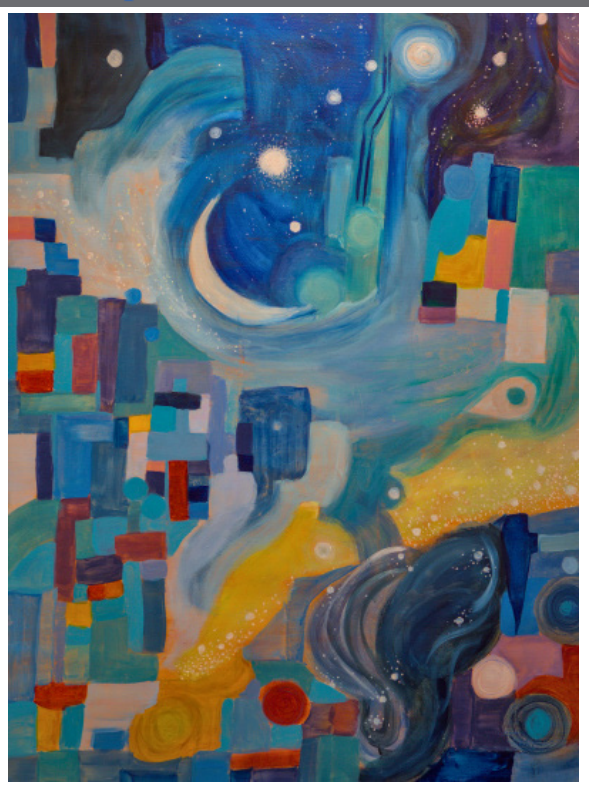


Student Art Show a Success

By Shelton "Shell" Horn

On March 22, the Mat-Su College art department hosted a reception featuring paintings and drawings from students in fall 2023 and spring 2024 Mat-Su College courses.

Held in the art gallery (FSM 200), the reception drew probably more than two dozen attendees. But there was more than just art. Music professor Naomi Stamoolis and her husband Joel performed music on oboe and cello. Rolled Gold cafeteria catered.

Those who missed the reception can still check out the art gallery, which is open 1-5 PM, Monday through Thursday. Students and members of the community are encouraged to come and view the students' excellent work.

The art gallery will soon cycle to display art from Mat-Su College and UAA art faculty. An opening reception for this faculty art show will be held on Friday, April 5th, from 4-6 PM. On Friday, May 3rd, there will be a final reception for a show highlighting the work students have done at the end of the semester. Once again the public is invited to attend these events.

MEETING TIMES

Wednesdays

12:15 - 1:15

FSM 106

Looking For

- Photographers
- Writers
- Reporters
- Marketing Reps
- Cartoonists
- Artists

Now taking submissions:
Next deadline for entries:
April 24

TABLETOP GAMING CLUB

WHEN: Wednesdays

12:00 - 3:30

WHERE: JKB 128

GSA

Gay Straight Alliance

When: Wednesdays
1:15 - ?

Where: FSM 204

ADVET Club

The Arctic Dragon Veterinary Exploration Team is a club focused on exploring the many areas of the veterinary field, working to familiarize its members with what they could expect or what careers exist within. Not only is the club open to members of the Veterinary Assistant Certification program, but also to people outside of that program, whether it be other students or people in the community who are curious about the club's activities. We hold bi-weekly meetings with dates to be announced every month to shift around with the majority of schedules. We hope to see you at one of our meetings! If you have any questions, you can contact Dr. Montalbano at 907-745-9771 or email her at jemontalbano@alaska.edu.

Get involved with your

STUDENT GOVERNMENT

Meetings every Mondays

2:30 - 3:30

FSM 106

BIBLE CLUB

When: Wednesdays 8:30 - 10:00

Where: Rolled Gold Cafe

MATH CLUB

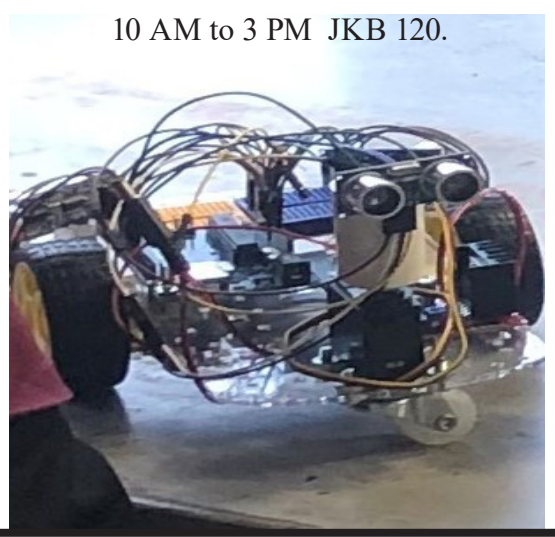
WHEN: MONDAYS 3:30- 5:00

WHERE: SNOD 103

Robotics Club

Tuesdays & Thursdays

10 AM to 3 PM JKB 120.



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The JEDI Alliance is a group of student leaders and advocates dedicated to advancing **Justice, Equity, Diversity,** and **Inclusion** at Mat-Su / UAA. Become an advocate!

Apply Now To Join

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- Advance belonging and inclusion at Mat-Su!
- Get involved and share your voice!
- Scholarships available!

Questions? Contact Dr. Jennifer Bernard at jdbernard@alaska.edu

Dunleavy's Veto of the Education Bill: What it means for Alaska in plainspeak

By Ryan Newman

To begin: I believe it is important to state just what a veto is for those who have a sense of mental stability (that is, those who do not know much about government). A veto is the "Executive" of the government (governors; presidents; Prime Ministers; and even the Pope in the case of Vatican, if you want to go into it) saying "No, I do not like this bill" (a bill being a proposed law). By vetoing, the executive rejects the bill. In some countries (such as the United Kingdom) when the Head of State (the Monarch) rejects a bill it is dead on arrival (although in this that's just a formality as the Monarch hasn't rejected one since 1708). In other countries, such as the United States, when the Executive rejects a bill it is sent back to the Legislative branch. Legislative branch just means the part of the government that proposes the bills, and votes on them. When this happens, it is expected that the legislature will get a two-thirds majority of the legislature to overturn the veto. If this happens, the bill becomes law.

In Alaska, the legislature's education funding bill (SB 140) had passed through the legislature with 56 out of 60 votes. Governor Dunleavy then vetoed the bill. Legislators were not able to get a two-thirds majority to override the veto -- they came one short at 39-20. This means the bill is dead. Justifying his veto, Governor Dunleavy said, "SB 140 lacked sufficient changes in how charter schools are chartered in order to allow more students and families charter school possibilities." Charter schools are publicly funded, but ran independently from the public school system (edweek.org).

What does this mean for schools?

Well, don't expect new supplies too soon. Further, the legislature is simply going to have to try and make a new bill. It is important to note this is primary school only, so Kindergarten through 12th grade. This has no impact on the University of Alaska (although this shows Dunleavy might veto some UA funding).

Regardless of the fact that SB 140 didn't pass, I'm sure the government will still find a way to blame education on why our prospective PFDs are so miniscule (this is meant to be semi cheeky, but just watch). According to Art Petersen the veto "deprives students of a quality education, helps induce parents to leave the state, and helps families decide against moving to Alaska" (Petersen, March 2024, https://www.juneauempire.com).

The decider of what happens is public reaction. Public apathy will cause apathy in the houses of our state government. Further, a deep fiery protest will cause a quick response. If you care, you can write your State Senator or Representative at akleg.gov. if you don't, you can vote as you would have (or not vote), and not contact anyone.

Math Question of the Month
Solve for x in degrees.

$$\frac{11}{10}log(e)ln(cos(x)) - log(cos(x)) = -0.02$$

Answer on page 11

My Mental Health: Do I need Help?

First, determine how much your symptoms interfere with your daily life.

Do I have severe symptoms that have lasted 2 weeks or more?

- Feeling a little down
- Feeling down, but still able to do job, schoolwork, or housework
- Some trouble sleeping
- Feeling down, but still able to take care of yourself or take care of others

Do I have severe symptoms that have lasted 2 weeks or more?

- Difficulty sleeping
- Appetite changes that result in unwanted weight changes
- Struggling to get out of bed in the morning because of mood
- Difficulty concentrating
- Loss of interest in things you usually find enjoyable
- Unable to perform usual daily functions and responsibilities
- Thoughts of death or self-harm

If so, here are some self-care activities that may help:

- Exercising (e.g., aerobics, yoga)
- Engaging in social contact (virtual or in person)
- Getting adequate sleep on a regular schedule
- Eating Healthy
- Talking to a trusted friend or family member
- Practicing meditation, relaxation, and mindfulness

If the symptom(s) do not improve or seem to be worsening despite self-care efforts, talk to your health care provider.

Seek professional help:

- Psychotherapy (talk-therapy)—virtual or in person; individual, group or family
- Medications
- Brain stimulation therapies
- For help finding treatment, visit www.nimh.nih.gov/findhelp.

If you are in a crisis, call the National Suicide Prevention Lifeline at 1-800-273-TALK (8255), or text the Crisis Text Line (text HELLO to 741741).

See *Rocket Science* page 1

properly reorganizing the equation and then integrating one side from a Mach number of one to any Mach number thereafter and the other side from one total stagnation temperature to the other. Doing so gives the most common form of Rayleigh flow that is seen:

Eq. 3

The ideas behind Rayleigh flow can

$$\frac{T_0}{T_0^*} = \frac{2(\gamma+1)M^2}{(1+\gamma M^2)^2}\left(1+\frac{\gamma-1}{2}M^2\right)$$

actually be found all over the world in heating and cooling systems. Some heated floors utilize the concept of Rayleigh flow by carrying air that is heated up through a tube of constant area that then releases its heat into the floor through convective processes which then goes into the floor above it, keeping many feet warm during the cold winter months.

Fanno Flow

Fanno flow makes the assumption that the flow is traveling through a boundary of a constant area that has no friction acting on the flow. From this, Equation 1 can simplifies to the following:

Eq. 4

When reorganized and one side is integrated from a Mach number of 1 to any Mach number thereafter and from one position to another, Equation 4 can properly be analyzed and changes into:

$$\frac{dM}{M} = \frac{\left(1+\frac{\gamma-1}{2}M^2\right)}{1-M^2}\left(\frac{\gamma M^2}{2}\right)\frac{4\bar{f}dx}{D}$$

Eq. 5)

Fanno flow proves to be harder to tie

$$\frac{4\bar{f}x}{D} = \left(\frac{1-M^2}{\gamma M^2}\right) + \left(\frac{\gamma+1}{2\gamma}\right)ln\left[\frac{\frac{\gamma+1}{2}M^2}{1+\frac{\gamma-1}{2}M^2}\right]$$

to a well known real world application. However, in the design of propulsion systems carrying or funneling gaseous oxygen from a gas cylinder or the atmosphere into a constant area tube, the other end of the tube may need target specifications of the pressure at that end that the gas flow must hit in order for the system to function properly. The ideas of Fanno flow could be applied here by analyzing the effects of friction on the flow and seeing how it applies to the flow speed. The speed of the flow at the other end of the tube can then be utilized and applied to determine the pressure at the other end it hits, and, from there, determine if the system will succeed or fail.

Changing Area Flow

A changing area flow is one where the cross sectional area of the gas flow is changing but assumes that the effects of friction and heat loss on the flow are negligible. This takes Equation 1 and modifies it into:

Eq. 6

When reorganized and integrated

$$\frac{dM}{M} = -\frac{\left(1+\frac{\gamma-1}{2}M^2\right)}{1-M^2}\frac{dA}{A}$$

properly from a Mach number of 1 to any other Mach number and from one cross sectional area to another, Equation 6 can be reorganized and analyzed as:

Eq. 7

One common use for Equation 7 is

$$\frac{A}{A^*} = \frac{1}{M}\left(\frac{1+\frac{\gamma-1}{2}M^2}{\frac{\gamma+1}{2}}\right)^{-\frac{\gamma+1}{2(\gamma-1)}}$$

in the field of rocketry. Converging-Diverging nozzles tend to have wildly differences in cross sectional area that, when paired with their typical bell-like appearance, gives converging-diverging nozzles their signature look in the form of rocket engine nozzles. The ratio of area in Equation 7 is often used in the aerospace industry when talking about propulsion systems as their area ratio often determines their Mach number, which is used to determine crucial performance parameters.

Combined Gas Flow?

Throughout this discussion, one thing that may have popped into mind might be, is there possibly an equation that relates Rayleigh flow, Fanno flow, and a changing area flow all in one other than Equation 1? The answer to that question is potentially not. This is mostly a result of calculus having functions that cannot be integrated by normal means that would normally be taught in a Calculus 1, 2, and 3 class. However, Equation 1 can be integrated using a numerical approach that approximates the integration and usually to a high degree of accuracy. A method typically used, especially for the case in Equation 1, is a 4th Order Runge-Kutta method. The tricky part about doing a numerical integration is that it requires that some initial conditions are known before it can carry out a numerical integration, and, while a numerical integration can be very accurate, it can still have a bit of error and will not produce an equation but rather a graph that can be analyzed instead.

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Ask Sophia

Welcome to Ask Sophia, the Mat-Su Monitor's regular advice column. If you have a question you'd like to see answered, submit it anonymous at https://matsu.alaska.edu/monitor or in the Ask Sophia box in the FSM front lobby.

Dear Sophia,

Pressure to have A's. Pressure on my bf to be perfect to date me. I wanna leave.

Dear Friend,

On grades: We all feel the weight of grades as college students since the pressure to receive A's every semester can be extremely stressful. Since we don't want people to believe we're not intelligent or hardworking, we frequently worry about being judged by others for not being perfect.

Although receiving an occasional B or C can negatively impact your GPA, it's not catastrophic. It doesn't imply that you lack intelligence or ability. It doesn't characterize you as a person.

Everybody has taken classes that assign an excessive amount of reading and homework. They challenge us to look at a subject from various perspectives, which occasionally means coming up with new ways for us to learn.

On dating: You know what's better than perfect?

Genuine.

Since perfection is unachievable, aiming for it is inauthentic. In the end, you both play parts and don't fall in love with actual people. When the real you eventually surfaces, you both may realize that you never truly knew one other and are therefore incompatible.

There was a time I used to feel that way. Now, all I want is to be who I am. And find the one that loves that me. You both should try that too. Just be yourself.

However, do brush your teeth.

On leaving: Don't. You have done well to get where you are now. People think that once they get through this (current crisis) things will get better. When in reality life resembles falling down a flight of stairs far more than any of us could have ever imagined.

Students can get free counseling session by calling 907-376-2411.

Dear Sophia,

Where are the books coming from? This is great.

Dear Friend,

The books are items being removed from circulation in the Alvin S. Okeson Library.

When books have not circulated for an extended period of time, or a newer version has been received, items go to the Book Sale shelves in the back of the library for $2 each. Once they have been there long enough, they are put out on the giveaway carts. There is one located in FSM lobby and another outside the main library doors. Enjoy.

Dear Sophia,

Why do people get so offended all the time?

Dear Friend,

Generally, they have come into contact with an offensive person.

Dear Sophia,

I feel bad for the choices I made

Dear Friend,

Hakuna Matata. Leave the past behind. Unless you can correct a slight against another, it is best to move forward with the knowledge that you are in charge of your own destiny. You now realize that the choices you make can have lingering consequences – choose wisely.

Tell Me A Story

Y	D	R	A	G	O	N	N	O	O	R	S	N	N	C
H	T	E	R	U	P	I	O	I	S	O	G	I	N	A
U	J	U	T	A	D	I	H	M	T	R	I	K	E	D
N	A	A	A	D	P	C	N	H	A	E	P	S	U	O
T	C	D	A	E	C	U	G	S	O	P	C	T	G	O
S	K	L	S	O	B	I	N	R	G	M	I	L	L	H
M	A	O	N	A	N	O	S	Z	E	E	N	I	Y	G
A	F	I	B	K	W	A	R	E	E	T	D	T	D	N
N	P	Y	F	W	I	T	C	H	V	L	E	S	U	I
B	M	U	H	T	M	O	T	A	R	L	R	L	C	D
A	B	I	G	B	A	D	W	O	L	F	E	E	K	I
W	T	R	E	K	A	M	E	O	H	S	L	P	L	R
E	S	K	C	O	L	I	D	L	O	G	L	M	I	D
H	A	N	S	E	L	T	S	A	E	B	A	U	N	E
A	F	R	O	G	P	R	I	N	C	E	Y	R	G	R

Circle the words from the list below. Place the leftover letters in the spaces for a special message!

ALADDIN
BABY
BEAST
BEAUTY
BIG BAD WOLF
CINDERELLA
DRAGON
ELVES
EMPEROR
FROG PRINCE
GOATS
GOLDILOCKS
GRETEL
HANSEL
HUNTSMAN
JACK
KNIGHT
PIGS
PINOCCHIO
RAPUNZEL
RED RIDINGHOOD
RUMPELSTILTSKIN
SHOEMAKER
SNOW WHITE
TOM THUMB
UGLY DUCKLING
WITCH

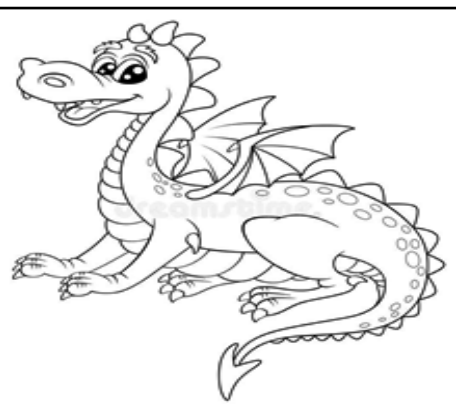
Here's an example of how it works: A R C T I C D R A G O N
is B S D U J D E S B H P O

One letter stands for another. In this example the letter B stands for the letter A so all the Bs stand for the letter A, Ds stand for C, etc. Single letters, apostrophes, and word length are all clues. The code letters are different for every puzzle.

Y T X D T Z O D Y X T O Z C D I A O Z N A E J D Q X R Y

X W T Q V Z W Y D — C W E O K C Q T O Z T W E W E J D Q O D E

hint X=F



SUDOKU

Fill the grid with numbers so that each row, column and 3 x 3 section contains all of the digits 1 through 9.

	7		6	3	5			1
4			8	9	3	6	7	
6			7			4		
	3	1		5		8		
2	6						5	9
		5		6		2	1	
		7			6			2
	8	4	5	7	2			6
1			3	8	9		4	

Ahh, Limericks

There once was a fly on the wall,
I wonder, why didn't it fall?
Because its feet stuck? Or was it just luck?
Or does gravity miss things so small?

A painter, who lived in Great Britain,
Interrupted two girls with their knitting,
He said, with a sigh,
That park bench--well I,
Just painted it, right where you're sitting.

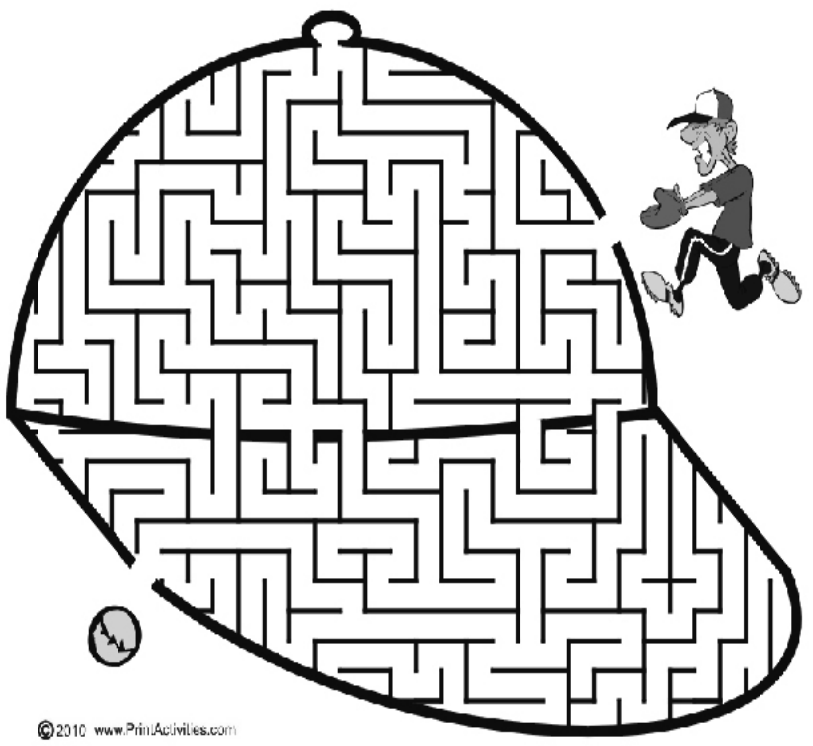
There was an Old Man with a beard,
Who said, 'It is just as I feared! Two Owls and a Hen, Four Larks and a Wren, Have all built their nests in my beard!

There once was a man from Nantucket,
Who kept all his cash in a bucket.
But his daughter, named Nan,
Ran away with a man,
And as for the bucket, Nantucket.

A dozen, a gross and a score,
Plus three times the square root of four.
Divided by seven,
Plus five times eleven,
Is nine squared and not a bit more.

Printables for Kids from www.PrintActivities.com

Help the baseball player through the cap shaped maze to find his baseball



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Math Question of the Month
Solution

$$\frac{11}{10}log(e)ln(cos(x)) - log(cos(x)) = -0.02$$

1.) From the original function, take and apply the logarithmic identity

$$\frac{11}{10ln(10)}ln(cos(x)) - log(cos(x)) = -0.02$$

2.) Take and apply the logarithmic identity

$$ln\left(cos(x)^{\frac{11}{10ln(10)}}\right) - log(cos(x)) = -0.02$$

3.) Next, apply the change of base identity with to turn the logarithms into natural logarithms.

$$ln\left(cos(x)^{\frac{11}{10ln(10)}}\right) - \frac{ln(cos(x))}{ln(10)} = -0.02$$

4.) Apply the same logarithmic identity used in 2.).

$$ln\left(cos(x)^{\frac{11}{10ln(10)}}\right) - ln\left(cos(x)^{\frac{1}{ln(10)}}\right) = -0.02$$

5.) Apply the logarithmic identity .

$$ln\left(\frac{cos(x)^{\frac{11}{10ln(e)}}}{cos(x)^{\frac{1}{ln(10)}}}\right) = -0.02$$

6.) Realize that inside the logarithm, both the numerator and denominator have different exponents but have the same base of . Apply an exponent rule to that fraction of .

$$ln\left(cos(x)^{\frac{11}{10ln(10)} - \frac{1}{ln(10)}}\right) = -0.02$$

7.) Multiply a into in the exponent of the logarithm and simplify.

$$ln\left(cos(x)^{\frac{1}{10ln(10)}}\right) = -0.02$$

8.) Use the logarithmic identity with to undo the natural logarithm.

$$cos(x)^{\frac{1}{10ln(10)}} = e^{-0.02}$$

9.) Raise and to a power of to reduce the power in to .

$$cos(x) = e^{-0.2ln(10)}$$

10.) Apply to both and to undo , leaving only and the answer to the problem.

$$x = arccos\left(e^{-0.2ln(10)}\right) \approx 50.88°$$

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Education Fulfillment
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Opioid Overdose Kits

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Gathering Grounds
CAFE

MY House
You are always welcome here!

University of Alaska president celebrates 'meaningful progress' at state's varied campuses

By Yereth Rosen

After years of uncertainty, budget woes and contraction, the University of Alaska system is now growing again, the system's president said on Monday.

Student enrollment is up this year, marking the first time since 2011 that enrollment increased in consecutive years, University of Alaska President Pat Pitney said in a speech to the Anchorage Chamber of Commerce.

The student head count this spring semester is 4% above what it was a year ago, she said, a contrast with national trends of sliding college enrollment. And the number of new students has increased dramatically, with first-time freshmen numbers up 16% at the start of the academic year last fall, she said.

"That's meaningful progress," she said. "That is momentum that we're celebrating."

A related upward trend is shown in the increased use of Alaska Performance Scholarships, the state program that helps fund in-state postsecondary education of high-achieving students. Use of those scholarships by qualified students graduating from high school in 2023 was 50% higher than for students graduating the previous year, Pitney said.

"That's the first increase in use since 2016," she said. "Improving access to the Alaska Performance Scholarship is one of our legislative priorities."

The Alaska House recently passed a bill that would expand the amount of and eligibility for the scholarships. The Senate Finance Committee is scheduled to hold a hearing on the bill on Thursday.

Scholarship recipients are twice as likely as non-recipients to graduate, and 95% remain in Alaska two years after graduating, "excellent outcomes we want to see more of," Pitney said.

For those statistics, she cited a recent report from the Alaska Commission on Post-Secondary Education. It said 17% of graduating high school students were eligible for the scholarships and, of those, a third opted to use them.

There is growth as well in the University of Alaska's dual-enrollment programs, in which high school students are able to take college courses and earn simultaneous secondary and post-secondary credit. The programs include the Alaska Middle School programs offered at the University of Alaska Anchorage and two of its satellite campuses. Participation in the dual-enrollment programs has increased by over 20%, and students in those programs are likely to continue to pursue University of Alaska degrees, Pitney said.

For Alaska's economy and for the business audience she was addressing, enrollment growth is important, Pitney said.

Nine out of every 10 University of Alaska system graduates, across all campuses and degree programs, stay and work in Alaska, she said, citing state Department of Labor and Workforce Development statistics. In comparison, only 25% of Alaskans who leave the state for college return after graduation, she said.

"Long term, that means investing in and taking advantage of UA is the single best thing we can do to build a skilled workforce in Alaska, from vocational and industry certificates to baccalaureate and graduate degrees," she said.

Another area of growth – and a key source of revenue – is research, in which progress is "substantial," Pitney said.

The university system received $235 million in research funding last year, over $60 million above levels of five years ago, she said.

Of the $235 million, more than $200 million went last fiscal year to the University of Alaska Fairbanks, known for work in Arctic sciences, she said. There are ambitions to expand that, she said.

"UAF is No. 1 for Arctic research, and we're aiming to graduate more Ph.D. students to achieve Tier One national research status," she said, referring to the national Carnegie Classifications of Institutes of Higher Education. "Achieving Tier One status would bring more research, more talent and more prestige to Alaska."

UAA is also heavily involved in Arctic research. The university was recently selected to be the lead institution in a consortium working in the federal Arctic Domain Awareness Center program. With that selection comes an anticipated $46 million in Department of Homeland Security funding for UAA over the next 10 years, according to the January announcement.

The Juneau-based University of Alaska Southeast, though much smaller than the Anchorage and Fairbanks universities, has vigorous research programs as well. The programs are tailored to the coastal Southeast location, as she described it, with "a growing emphasis on undergraduate ocean science, mariculture and maritime workforce." Additionally, students there are doing "groundbreaking research" on whale populations, which are important to the region's tourism economy, she said.

This article originally appeared on the Alaska Beacon website at https://alaskabeacon.com/2024/03/12/university-of-alaska-president-celebrates-meaningful-progress-at-states-varied-campuses/. It is licensed CC BY-NC-ND 4.0.

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University of Alaska Anchorage

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907-745-9746

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April 26 - Final Deadline for Spring Graduation

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- Apply for Student Speaker & Leadership Honors by April 10th
- RSVP with Student Services
- Reserve your Cap & Gown at the Campus Cache

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